



FEAT-Houston NEWS

3946 Glade Valley Dr.
Kingwood, Texas 77339

September 2009
Amy McIntee, Editor

Phone: 281-348-7067
www.feathouston.org

FEAT-Houston September 2009 Meeting

Behavior Difficulties?

Behavior Solutions Depend on Discovering 'Why' They Occur

What: FEAT-Houston Meeting
Date: Thursday, September 10
Time: 7:00 p.m. – 9:00 p.m.
Location: Crosspoint Church Houston
4601 Bellaire Blvd.
Bellaire, TX 77401
Cost: Free

Many children with autism exhibit problem behaviors such as aggression, disruption, self-injury, and stereotypy that can be difficult for families to overcome. In their talk on "Function-Based Treatments for Problem Behavior," our September meeting speakers from Spectrum of Hope will present strategies on reducing these behaviors using techniques that address the "Why" behind difficult behaviors. Topics will include functional behavior assessment, reinforcement schedules, and replacement behaviors, with a question-and-answer session at the conclusion.

Speakers:
Laura Tolliver, BCBA
Lynsey Jackson, BCABA
Autumn Mills, BCABA

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Maximizing Cooperative Behavior

A Workshop in the 123s of ABA Series

Saturday, Oct. 10, 2009
9:00 a.m.-4:00 p.m., Registration: 8:30-9 a.m.
University of Houston, Central Campus

FEAT-Houston is pleased to present the workshop "Maximizing Cooperative Behavior" on Saturday, October 10, 2009 at the University of Houston. One of the most popular offerings in the *123s of ABA Series* co-sponsored with the Texas Association for Behavior Analysis' Autism Special Interest Group (TxABA Autism SIG), the workshop will be presented by **Christie Enzinna, M.A., LPA**, who is a Board Certified Behavior Analyst (BCBA) with the Behavior Treatment & Training Center (BTTC) in Rosenberg.

This workshop is for parents, teachers and others who have some training in basic ABA skills. For details on fees and location and a description of what will be covered in the workshop see the **registration form in this newsletter**.

About The Presenter

Christie Enzinna has a Masters Degree in Applied Behavior Analysis through the Psychology Department of Drake University. She is a Licensed Psychological Associate and BCBA. Christie manages Texana Center's BTTC Community Programs and has been working in the Richmond area with children and adults with developmental disabilities since 1979. In 1990 she helped establish the BTTC, a regional program to provide expert ABA services to individuals with developmental disabilities through an Outreach Program and a Day Treatment Program. She is the chairperson for the Southern Chapter of the Texas Association for Behavior Analysis (TxABA) Autism Special Interest Group and a member of the Board of Directors for the Behavior Analyst Certification Board.



FEAT-Houston

FEAT-Houston Meetings are held at various locations throughout Houston. ABCs and 123s Workshops are held at The University of Houston - Central Campus unless otherwise noted. For more information on any event, send an email to feathouston@yahoo.com.

Sep. 10: FEAT-Houston Meeting - Bellaire - "Function-Based Treatments for Problem Behavior" - Laura Tolliver, BCBA, Lynsey Jackson, BCABA & Autumn Mills, BCABA

Oct. 10: 123s of ABA "Maximizing Cooperative Behavior" - Christie Enzinna, M.A., LPA, BCBA

Oct. 15: FEAT-Ft. Bend (Sugar Land) Meeting

Nov. 12: FEAT-Houston Meeting - Kingwood

Nov. 14: ABCs of ABA - Ellen Catoe, M.S., BCBA

Dec. TBA: FEAT-Ft. Bend (Sugar Land) Meeting

View our online calendar for details and updates under "Events" - www.feathouston.org.



Continued from page 1:

September Meeting Features Spectrum of Hope Staff:

The September FEAT-Houston meeting features staff from the Spectrum of Hope, an ABA-based behavioral intervention and treatment (ABA) program for children in the Houston area diagnosed with behavioral and developmental disorders, delays, and syndromes such as Autism Spectrum Disorders, Language/Communication delays/disorders, Sensory Integration Disorder, Down's Syndrome, and Attention Deficit Disorders.

Laura Tolliver became a Board Certified Behavior Analyst (BCBA) in 2005 after receiving her Bachelor of Arts in Psychology and Masters of Education from the University of Texas at Austin. Laura has seven years of experience in providing ABA services in various settings including clinic, in-home, and private classroom settings. Laura is currently the Day Treatment Director.

Lynsey Jackson is a Board Certified Associate Behavior Analyst (BCaBA) with six years of experience in both the in-home and clinic setting. She has a Bachelor of Science in Psychology and is currently working on her masters in Applied Behavior Analysis at the University of Houston-Clearlake. Lynsey presently works as the Director of the Hope Extended Classroom Program.

Autumn Mills is a Board Certified Associate Behavior Analyst (BCaBA) with four years of experience in ABA. Autumn has experience in both clinic and in-home settings, as well as experience working with children with autism of various age ranges (2 to 16). She received a B.S. in Sociology and is currently the Assessment Coordinator.

Directions: Crosspoint Church is located at 4601 Bellaire Blvd, at Avenue B in Bellaire, one block inside (East) the 610 Loop on the right side. For a map, go to <http://www.cpointchurch.org> and click on "Directions."

October Conference

FBA Expert Brian Iwata To Present in Houston

Brian Iwata, an international expert on the functional analysis and treatment of behavior problems, will be giving a two-day workshop in Houston October 28-29 at the Marriott West Loop by the Galleria. This is a great opportunity for clinicians, educators and students to learn from Dr. Iwata, who has been pivotal in developing protocols for the Functional Behavior Assessment (FBA), which is a best practice and mandated today under the Individuals with Disabilities Education Act (IDEA) when preparing behavior intervention plans.

Functional Analysis and Treatment of Severe Behavior Disorders: Methods for Clinicians & Educators

Brian Iwata, Ph.D.

October 28-29, 2009

Marriott West Loop Galleria

Dr. Iwata is the field's foremost researcher on functional analysis methods for identifying the causes of behavior problems such as self-injury, aggression, stereotypy, and noncompliance. Functional analysis is used to develop treatments that can produce significant outcomes without using punishment procedures. In this workshop he will provide a comprehensive review of all the currently used techniques. The emphasis will be on translating research into practical application with extensive use of case examples, audience exercises, and handouts.

The workshop is targeted to program administrators, behavior analysts, psychologist, special educators and supervisors of direct care providers. The procedures can be implemented across a variety of settings – such as group homes, residential facilities, workshops, school settings, and supervised employment sites.

Sponsored by Behavior Intervention Specialists, Inc., a registration form is included in this newsletter and can be viewed at www.bisoxford.com, where online registration is available. The cost of the conference is \$325 with discounts available for early registration and groups.

Iwata Workshop Scholarships

FEAT-Houston will be providing a number of scholarships for the Functional Analysis workshop featuring Dr. Iwata to professionals working in public and private settings. Full scholarships are available to qualified public school professionals – teachers, speech therapists, and behavior support personnel. Half scholarships are available to professionals working in private settings. If approved, full scholarship recipients will be required to submit a deposit check that will be returned at the end of the conference. **Applications are available by emailing carolsloan@att.net.**

Once your application is received, you will get an e-mail confirmation. Applications will be reviewed by the Board of FEAT-Houston or a designated committee and approved on a case-by-case basis. Applications must be received by **September 20th**. Please apply early as scholarship spots are limited and early applications may be given preference.

FEAT-Houston Fort Bend Meeting - October

Date: Thursday, October 15, 2009

Time: 7:00 p.m. - 9:00 p.m.

Location: Sugar Creek Baptist Church,
Adult Chapel
13333 SW Freeway, Sugar Land

Topic: **To Be Announced**

Directions: From Houston take 59 South past the Sam Houston Tollway to Sugar Creek/Dairy Ashford exit; make a U-turn under the SW Fwy. Get back on feeder heading NE & church will be on the right, before Bill Heard Chevrolet. From Richmond/Rosenberg take 59 N past HWY 6 and exit Sugar Creek/Dairy Ashford. Stay on feeder, church will be on right, before Bill Heard Chevrolet. The meeting will be held in the Adult Chapel. It is the building on the Northwest corner of the church campus, parking faces Bill Heard Chevrolet.

We regret we are unable to provide childcare.

Functional Analysis and Treatment of Severe Behavior Disorders: Methods for Clinicians & Educators

Brian Iwata, Ph.D.

Sponsored by Behavior Intervention Specialists, Inc, www.bisoxford.com

October 28 – 29, 2009

Marriott West Loop by the Galleria, 1750 West Loop South, Houston, TX 77027

(713) 960-0111. Located three blocks from the Galleria.

The most significant advancement in the assessment of severe behavior disorders over the past 20 years has been the development of functional analysis methodology. This approach has been mandated in a number of federal standards, state guidelines, court decisions, and most recently in **IDEA amendments of 1997**. Extensive research has shown that functional analyses are invaluable in guiding decisions about treatment selection and can produce clinically significant outcomes without the necessity of using punishment procedures. As a result, functional analysis is now considered "best practice" for identifying the causes (maintaining variables) of behavior problems such as self-injury, aggression, stereotypy, and noncompliance.

Dr. Brian Iwata received his Ph.D. in Psychology from Florida State University and is currently Professor of Psychology and Psychiatry at the University of Florida, Director of the Florida Center on Self-Injury, and Director of the UF-ARC Prader-Willi Syndrome Program. He previously held faculty appointment at the Johns Hopkins School of Medicine and Western Michigan University. **Dr. Iwata** is the field's foremost researcher on functional analysis methodology, and in this workshop he will provide a comprehensive review of all the currently used techniques. The emphasis will be on translating research into practical application, with extensive use of case examples, audience exercises, and handouts.

Continuing Education Credits

Psychologists: Behavior Intervention Specialists, Inc. (BIS) is approved by the American Psychological Association to sponsor continuing education for psychologists. BIS maintains responsibility for the program and its content. The program offers 11 CE credits.
Board Certified Behavior Analysts: BIS is a BACB approved continuing education provider. The program offers 12 CE credits-Type 2
Must attend two full days. Partial credit cannot be awarded. All Participants receive a certificate of attendance.

Workshop Objectives: See our website, www.bisoxford.com for the brochure, which includes behavioral objectives.

Who Should Attend: This workshop provides essential information for program administrators, behavior analysts, psychologists, QMRPs, special education, and supervisors of direct care providers. The procedures can be implemented across a variety of settings – such as group homes, residential facilities, workshops, school settings, and supervised employment sites.

Workshop Format: The presentation will include lecture, graphics, video, and discussion of specific concerns shared by the audience. Case study and other workshop materials will be used to facilitate audience participation in development of treatment plans.

Workshop Schedule: **Day 1** 8 to 9 a.m. Registration & Continental Breakfast, 9 to 4 Workshop, 12-1 p.m. Lunch (on your own)
Day 2 8 to 8:30 Sign in & Continental Breakfast, 8:30 to 2:30 Workshop, 11:30 – 12:30 Lunch (on your own)

Additional Information: Please call **Dr. Walt Antonow** at **662-234-1640** for any additional information regarding the workshop.

WORKSHOP REGISTRATION -- FUNCTIONAL ANALYSIS 2009 [X] HOUSTON

Please complete the registration form, or a photocopy, and mail with check or agency purchase order or voucher, to **Behavior Intervention Specialists, Inc, 1739 University Ave #350, Oxford, MS 38655-4109**. Our Federal ID # is 63-0935244. You may **fax** registration and purchase order to 662-234-0553. **We do not accept credit cards. Early registration:** \$295 per person; three, \$270 each, if postmarked no later than October 5 with check or purchase order enclosed. **Late registration:** \$325 per person; three, \$290 each. Please call ahead to confirm that workshop space is available and that the schedule has not changed. **Cancellation policy:** Full refund if you notify BIS at least seven days before workshop date; 50% refund if notified at least 48 hours before workshop; no refund thereafter. This applies to payments by check, purchase order, or other types of reservation.

Name _____ Job Title _____

Agency _____

Address _____ City _____ State _____ Zip _____

Business phone () _____ Fax # () _____ E-mail _____

Mail or Fax to: Behavior Intervention Specialists, Inc., 1739 University Ave #350, Oxford, MS 38655 Fax 662-234-0553

Community Outreach Workshop Schedule

Saturday Support Services for the Whole Family!

Sponsored By: FEAT-Houston
Presented By: Community Outreach,
Including Kids
Location: 5364 FM 1960 East
Humble, TX 77346
Cost: Free! (\$20 refundable deposit
for each registered group upon
completion of the workshop.)

Parent Sessions: (10 a.m. - noon) The workshop series is intended for parents, family members, teachers, professional workers or anyone who comes into contact with people diagnosed on the autism spectrum or with other related developmental disorders. The workshops will cover the basics of applied behavior analysis and how to apply the strategies to real-life scenarios in the home, school and community settings.

Upcoming workshop topics and dates include:

Analyzing and Reinforcing Behavior

Saturday, September 26, 2009
(RSVP deadline: September 18th)

Using Token Systems to Increase Appropriate Behavior

Saturday, October 31, 2009
(RSVP deadline: October 23rd)

Using Self-Monitoring Charts to Increase Independence and Accountability

Saturday, November 21, 2009
(RSVP deadline: November 13th)

Children Sessions: (Check-in for everyone is from 9:30 a.m. - 10:00 a.m.)

1. **Interaction Group (10 a.m. - noon):** This session is designed for children (ages five and up) diagnosed on the autism spectrum as well as siblings ages five and six. The purpose will be to work on social skill deficit areas such as turn-taking, perspective-taking, and conversation skills.
2. **"SibClub" (10 a.m. - noon):** This session is set up for children ages 7-15 years old that have a sibling diagnosed on the autism spectrum. The purpose will be to create a safe place for siblings to share their experiences and receive guidance on how to handle situations involving their sibling.
3. **Childcare (9:30 a.m. - noon):** This service will be for children ages 2-4 years old, both on and off the autism spectrum.

For more information, please call 281-852-0501 or send an email to inkidsoutreach@earthlink.net.

RSVP's must be received by the deadlines posted above. You will receive a confirmation email when your registration form & deposit are received.

There is limited space, so RSVP early!

Guest Article

Tweens, Teens and Treatment

By Ron Leaf, Ph.D., Autism Partnership

Autism Spectrum Disorder has received tremendous attention in the media. This appears to be due to a number of factors including the increasing rates of diagnosis, outspoken celebrities and the recognition that with comprehensive and intensive intervention based upon Applied Behavior Analysis (ABA), there can be significant and long lasting success. The majority of attention however, has been focused on young children. Unfortunately, this has resulted in tweens, teens and adults not receiving necessary and life changing intervention.

Teaching how to cope with everyday frustrations, how to independently navigate their world and to develop meaningful friendships is absolutely critical.

While it may be true that the best time to start treatment is at a very young age, adolescents and adults can also benefit from intensive treatment. The difference in the treatment is the

emphasis of intervention. Whereas in the early years the focus is on language development and academics, when working with tweens and teens, our focus becomes preparation for adulthood and most importantly teaching the skills necessary so our children can enjoy the highest quality of life. Teaching how to cope with everyday frustrations, how to independently navigate their world and to develop meaningful friendships is absolutely critical. When treating young children, often the goal is recovery -- that is, becoming indistinguishable from their peers. Although our expectations remain high when treating teens and adults, we need to focus on those skills that will bring ultimate happiness to themselves and their families.

High Functioning or Asperger's ?

Besides limited attention to tweens, teens and adults there has also been little focus on Asperger's Disorder and High Functioning Autism.

First, there has been a misunderstanding on the differences between the two disorders. Often, someone who meets the diagnostic criteria of Autistic Disorder, but who is high functioning, is misdiagnosed as having Asperger's Disorder. According to the Diagnostic and Statistical Manual (American Psychiatric Association, 2000) the difference is that with Asperger's Disorder early language and cognitive skills are not significantly delayed.

With Asperger's there are also deficiencies in social behavior as well as areas of interest. Regardless of the

diagnosis, there is a tremendous need for treatment. And with quality treatment, there can be amazing progress.

While it may be true that the best time to start treatment is at a very young age, adolescents and adults can also benefit from intensive treatment.

Treating Asperger's Syndrome

There is often the perception that those who are "fortunate" to have either High Functioning Autism or Asperger's do not require treatment. And, if treatment were at all necessary, it would be very limited and quite simple. After all they are "high functioning." However, we have found this to be categorically untrue. In fact treatment is often far more difficult because of the tremendous subtleties of the presenting problems such as behavior difficulties and social isolation. Moreover, therapy requires a high degree of sophistication and expertise.

Besides focusing on how to deal with everyday frustrations, which can be overwhelming to our clients, intervention often requires teaching highly complex skills such as self monitoring and self regulation of behaviors, understanding other peoples' perspectives, reading subtle non-verbal behaviors and learning how to artfully deal with conflicts.

Potential for Independence

Adolescents and adults with Asperger's and High Functioning Autism have amazing potential. Living and working independently is not only possible but should be probable.

Even more importantly, having meaningful social relationships is absolutely achievable. With increased understanding of the need for life changing intervention, dreams can be reality!

About Autism Partnership

Established two decades ago by Drs. John McEachin and Ron Leaf, Autism Partnership specializes in teaching the techniques of contemporary Applied Behavior Analysis (ABA) to parents, professionals and paraprofessionals for the treatment of Autism Spectrum. Autism Partnership is headquartered in Seal Beach, California and employs more than 200 full-time professionals worldwide.

The founders are the editors of the book ***A Work in Progress: Behavior Management Strategies and a Curriculum for Intensive Behavioral Treatment of Autism*** (DRL Books, 1999). The book is available online at Amazon.com and is highly recommended for anyone interested in learning about ABA or working with children with autism and other developmental disabilities.

From toilet training to social skills, how to teach imaginative play to basic conversations, none of the basic stones are unturned in this workbook.

Autism Q&A

Can Adults with Autism Benefit from ABA?

Question: Can Applied Behavior Analysis (ABA) Improve Adolescent and Adult Autism?

The following answer was supplied by researchers at the Lovaas Institute.

Short Answer: Yes.

Long Answer: The research for intensive, early behavioral treatment which resulted in some children testing within the normal range on IQ, adaptive skills, and social skills, had children start treatment typically between the ages of two and three-and-a-half. On the other hand, there have been over 100 research articles documenting the use of applied behavior analysis principles to teach new skills to children with autism over the age of five. Most of these studies were not comprehensive programs, but rather focused on one issue (e.g., one skill to develop or one behavior to change). Research shows, by the way, that applied behavior analysis procedures have been used effectively in many intervention programs to address the needs of a variety of populations and diagnoses (e.g., teaching children to read, helping adults quit smoking, increasing productivity of a business, etc.).

The National Research Council's 2001 book **Educating Children with Autism** discusses interventions for adolescents and adults. The book

points out, "A number of interventions have demonstrated that adolescents or adults with autism can be taught purchasing skills and other community living skills, such as ordering food in a restaurant (Haring et al., 1987). However, most applications of instruction in community living skills have been developed for children and adults with mental retardation. Daily living skills targeted have ranged from appropriate mealtime behaviors (O'Brien et al., 1972; Wilson et al., 1984), to eating in public places (van den Pol et al., 1981). Proactive approaches to promoting community access include instruction in clothing selection skills (Nutter and Reid, 1978), pedestrian safety (Page et al., 1976), nondisruptive bus riding (Neef et al., 1978), vending machine use (Sprague and Horner, 1984), and coin summation (Lowe and Cuvo, 1976; Miller et al., 1977; Trace et al., 1977). Additionally, procedures for teaching leisure skills have targeted independent walking (Gruber et al., 1979) and soccer (Luyben et al., 1986).

The vast majority of these interventions are behavioral interventions. Most citations are from the *Journal of Applied Behavior Analysis*. While much attention has been paid to the young children who made phenomenal progress in early, intensive behavioral treatment, such research does not exhaust the benefits of such treatment. Therapy utilizing applied behavior analysis is primarily meant to improve the quality of life of an individual with autism. This can be accomplished in early childhood, adolescence, and even later in life.

The Lovaas Institute website at www.lovaasinstitute.com offers informative newsletters and a useful blog highlighting issues related to the topics of Family, Research and School. It is a helpful source of information on ABA techniques and research related to individuals with autism.

81st Texas Legislature Wrap-Up

**By: Cynthia Singleton, FEAT-Houston
Legislative Liaison**

Due to the change in the Texas House leadership this year, it was a very difficult session for initiatives to get through. Even so, there were some bright lights for the ABA community.

The Good News:

Insurance: HB451 expanded the current insurance mandate to cover children for many therapies, including Applied Behavior Analysis, from the time of their diagnosis until their tenth birthday. Please note this law only mandates state regulated plans, which make up about 25% of the children covered in Texas. If your child is covered by a federally regulated plan, please make sure that you are participating in the efforts for national reform at www.autismvotes.com. Texas Autism Advocacy spearheaded this initiative. Many thanks also to former Houston ISD school board member and great advocate for children with autism, Rep. Dr. Alma Allen. Dr. Allen represents South Houston. Also, Senator Eddie Lucio from the Valley continues to be a hero for children with special needs!

State Resource Center: **HB1574** creates an Autism Resource Program to be housed at the Health and Human Services Commission and which will provide information, training, and resources to professionals who work with persons with ASD. Hats off to the Texas Autism Council for following through with the very important initiative. However, there is no mention of any behavior personnel on staff to make recommendations about effective treatment so this remains an area of further advocacy. Also many thanks to Rep. Thompson

and Houston area Senator Gallegos (representing the downtown area) for carrying this initiative through.

ABA, Speech & OT appointments will now count as excused absences from school: **HB 192** was amended in the final hours to allow for excused absences for a number of reasons and includes therapy visits for students with ASD. Thanks to Emily Hill for her work on this. Many thanks as well to Sen. Florence Shapiro as she continues to demonstrate that she understands and is fighting for what our families need.

The Bad News:

ABA Pilot Programs: Despite Sen. Florence Shapiro's heroic efforts to make these programs permanent, the proposed law to do this died in the last hours of the session along with so many other very worthy initiatives. That means that these programs (including the intensive ABA programs for children operated at BTTC and MHMRA of Harris County) will not be funded following the 2011 budget year unless significant efforts are made on their behalf to make them permanent. The willingness of the DARS commissioner to attempt to cut these programs at the beginning of this budget demonstrates how easily they can disappear. It was only due to the quick action by Texas Autism Advocacy and individual consumers who responded to the call that saved these programs from the budget chopping block this year.

New Providers/Budget Cuts: Although two new providers have been approved, the current four providers were informed that they will be taking a significant budgetary hit as they continue services. Previously each provider had been allocated \$2M for 17 months, and now they are being given \$1.6M for 24 months.

Does DARS believe that these services are getting cheaper to provide?

FEAT-Houston is pleased to present:

The ABCs of ABA - Essential Skills

Presented by: **Ellen Catoe, M.S., Board Certified Behavior Analyst**
Behavior Treatment and Training Center, Rosenberg, Texas

Date: **Saturday, November 14, 2009**

Time: **9:00 a.m. - 4:00 p.m., Registration: 8:30 a.m.**

Location: **University of Houston Central Campus, Heyne Building, H-Building 534, Room 135**

This workshop is an introduction to the principles of Applied Behavior Analysis (ABA). It is an excellent starting point for parents, therapists, teachers, case workers, family and friends! Whether you are just starting a program, or if you have a program in place but need training for additional therapists or family members, you will come away from this workshop with a better understanding of how to teach effectively. Workshops are intended to help parents with the ongoing problem of hiring and training therapists and to provide an introduction to persons with a desire to work as therapists and teachers. Workshops are open to anyone with a desire to learn more about ABA. No prior experience is necessary. Lecture, video, and handouts may be used. Box lunch provided but no child care is available. **Space is limited so register early!**

Registration and Fees: Register by November 4th to save!

Individual	\$50.00 (\$40 if before 11/4)	Student	\$25.00 (with documentation)
Married Couple	\$75.00 (\$65 if before 11/4)		
Groups of 5 or more	\$35/attendee (deduct \$10 per group if before 11/4)		

There are a limited number of scholarships/reduced rates available for families in financial hardship or for teachers/program staff working with those who have autism/pdd. Email feathouston@yahoo.com to inquire.

Please send check made out to **FEAT-Houston** to: Program Director/FEAT-Houston
3946 Glade Valley
Kingwood, TX 77339

Confirmation of receipt of payment will be sent by e-mail.

Send questions to: feathouston@yahoo.com

Name: _____ Are you new to ABA? _____

Address: _____ Email: _____

_____ Phone: _____

Are you a Parent _____ Teacher _____ Therapist _____ Other? _____

Total Attending: _____ Amount Enclosed: _____

Names of Others Attending: (Please note category: Parent, Teacher, Therapist)

Directions: Take I-45 South (if coming from downtown area) to Cullen Exit. Turn right on Cullen. Before you get to Wheeler, the Heyne Building is the last building on the left. Turn left into the front of the building and the parking lot is immediately on the right, entrance 13. Parking lot gate should be up to allow free entrance for those attending the workshop. Follow the signs inside the building. Map available at http://www.uh.edu/campus_map/buildings/H.html

Evaluating Special Ed Services Your Child Receives at School

How do you know if your son or daughter is receiving all of the services that might benefit him/her in the public school program? One way to determine the range of services that could be included in a child with autism's Individualized Education Plan (IEP) is to review the items outlined in the "Autism Supplement" of the **Texas Education Agency's Commissioner's Rules Concerning Special Education Services**.

The Autism Supplement outlines items that an ARD committee must consider when they create an IEP for a student eligible for services under the "autism" designation. Note that paragraph 11 specifically mentions "**applied behavior analysis**" as an example of a peer reviewed, research-based teaching strategy to be considered.

Available online at:

<http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089aa.pdf>

For students eligible under §89.1040(c)(1) of this title (relating to Eligibility Criteria), the strategies described in paragraphs (1)-(11) of this subsection shall be considered, based on peer-reviewed, research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP:

(1) extended educational programming (for example: extended day and/or extended school year services that consider the duration of programs/settings based on assessment of behavior, social skills, communication, academics, and self-help skills);

(2) daily schedules reflecting minimal unstructured time and active engagement in learning activities (for example: lunch, snack, and recess periods that provide flexibility within routines; adapt to individual skill levels; and assist with schedule changes, such as changes involving substitute teachers and pep rallies);

(3) in-home and community-based training or viable alternatives that assist the student with acquisition of social/behavioral skills (for example: strategies that facilitate maintenance

The Autism Supplement outlines items that an ARD committee must consider when they create an IEP for a student eligible for services under the "autism" designation.

and generalization of such skills from home to school, school to home, home to community, and school to community);

(4) positive behavior support strategies based on relevant information, for example:

- (A) antecedent manipulation, replacement behaviors, reinforcement strategies, and data-based decisions; and
- (B) a Behavior Intervention Plan developed from a Functional Behavioral Assessment that uses current data related to target behaviors and addresses behavioral programming across home, school, and community-based settings;

(5) beginning at any age, consistent with subsections (g) of this section, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments

(6) parent/family training and support, provided by qualified personnel with experience in Autism Spectrum Disorders (ASD), that, for example:

- (A) provides a family with skills necessary for a child to succeed in the home/community setting;
- (B) includes information regarding resources (for example: parent support groups, workshops, videos, conferences, and materials designed to increase parent knowledge of specific teaching/management techniques related to the child's curriculum); and
- (C) facilitates parental carryover of in-home training (for example: strategies for behavior management and developing structured home environments and/or communication training so that parents are active participants in promoting the continuity of interventions across all settings);

(7) suitable staff-to-student ratio appropriate to identified activities and as needed to achieve

Autism Supplement, cont'd. from p. 11

social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence as determined by, for example:

- (A) adaptive behavior evaluation results;
- (B) behavioral accommodation needs across settings; and
- (C) transitions within the school day;

(8) communication interventions, including language forms and functions that enhance effective communication across settings (for example: augmentative, incidental, and naturalistic teaching);

(9) social skills supports and strategies based on social skills assessment/curriculum and provided across settings (for example: trained peer facilitators (e.g., circle of friends), video modeling, social stories, and role playing);

(10) professional educator/staff support (for example: training provided to personnel who work with the student to assure the correct implementation of techniques and strategies described in the IEP); and

(11) teaching strategies based on peer reviewed, research-based practices for students with ASD (for example: those associated with discrete-trial training, visual supports, applied behavior analysis, structured learning, augmentative communication, or social skills training).

Section F makes it clear that the above services must be considered and rejected in writing if not included.

(f) If the ARD committee determines that services are not needed in one or more of the areas specified in subsection (e)(1)-(11) of this section, the IEP must include a statement to that effect and the basis upon which the determination was made.

FEAT-Houston Email List

If you would like to receive a link to this newsletter by email or announcements of meetings, workshops, trainings or other items of interest to people who have or work with children with autism, sign up for the FEAT-Houston email list at our website at www.feathouston.org or send your email request to feathouston@yahoo.com.

Donate to FEAT-Houston while Grocery Shopping

Every quarter, FEAT-Houston receives a check through the community service programs of Randall's and Kroger. By making FEAT-Houston your charity of choice at these stores, you are making a contribution to FEAT and helping to support our various programs without writing a check yourself! It's easy to do:

At Randall's, stop by the customer service center ONE TIME and designate FEAT-Houston, number **2510** as your choice in their "Good Neighbor" program.

At Kroger, you will need to take in a letter with a special FEAT-Houston barcode and present it to the cashier at check out. The cashier will scan it to enroll you in their Neighbor to Neighbor program for a full year. This letter can be printed out from our website, www.feathouston.org. Find it in the *Donate* section.

Please make FEAT-Houston the designated charity of your choice at these two stores then pass this information along to friends and relatives and encourage them to do the same.

Your support of FEAT-Houston in this way is much appreciated!

To Enroll in Kroger's Neighbor to Neighbor Donation Program:

Present the **barcode** below to your cashier upon checkout. After they have scanned your KrogerPlus Card you will be enrolled for the current year of the Kroger Neighbor to Neighbor Donation Program. Every time you shop at Kroger and use your enrolled KrogerPlus Card, Kroger will contribute a percentage of your eligible purchases to the Kroger Neighbor to Neighbor Donation fund. Once a card is scanned with the barcode, it will be active for the remainder of the program year.

FAMILIES FOR EFFECTIVE AUTISM
TREATMENT HOUSTON



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FEAT-Houston is pleased to present:

Maximizing Cooperative Behavior

A Workshop in the 123s of ABA Series presented by the TxABA Autism SIG

Presented by: **Christie Enzinna, M.A., LPA, Board Certified Behavior Analyst
Behavior Treatment & Training Center (BTTC), Rosenberg, Texas**

Date: **Saturday, October 10, 2009**

Time: **9:00 a.m. - 4:00 p.m., Registration: 8:30 a.m.**

Location: **University of Houston Central Campus, Heyne Building, H-Building 534, Room 135**

Description: This workshop is an overview of how to use ABA techniques that have been consistently effective at BTTC in gaining and maintaining attention in order to teach individuals who may actively avoid you or become aggressive. Lecture, video, role play and handouts will be used to teach the effective use of reinforcement, token systems, activity book programs and the compliance sequence. How to start with and select training objectives for children/adults with varying degrees of disability will be demonstrated.

Space is limited so register early!

Registration and Fees: Register by September 30th to save!

Individual	\$50.00 (\$40 if before 9/30)	Student	\$25.00 (with documentation)
Married Couple	\$75.00 (\$65 if before 9/30)		
Groups of 5 or more	\$35/attendee (deduct \$10 per group if before 9/30)		

There are a limited number of scholarships/reduced rates available for families experiencing financial hardship or for teachers who have students with autism/pdd. Email feathouston@yahoo.com to inquire.

Please send check made out to **FEAT-Houston** to: **Program Director/FEAT-Houston
3946 Glade Valley
Kingwood, TX 77339**

Confirmation of receipt of payment will be sent via e-mail.

Questions may be sent to: feathouston@yahoo.com

Name: _____ Are you new to ABA? _____

Address: _____ Email: _____

Phone: _____

Are you a Parent ___ Teacher ___ Therapist ___ Other? _____

Total Attending: _____ Amount Enclosed: _____

Names of Others Attending: (Please note category: Parent, Teacher, Therapist etc.)

Directions: Take I-45 South (if coming from downtown area) to Cullen Exit. Turn right on Cullen. Before you get to Wheeler, the Heyne Building is the last building on the left. Turn left into the front of the building and the parking lot is immediately on the right, entrance 13. Parking lot gate should be up to allow free admission for those attending the TxABA Autism SIG workshop. Follow the signs inside the building. Map available at http://www.uh.edu/campus_map/buildings/H.html

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The ABCs of ABA Essential Skills: Workshop Nov. 14th

The ABCs of ABA is an introductory workshop sponsored by FEAT-Houston for anyone with a desire to learn more about ABA. This workshop isn't just for beginners. It is an excellent review of the basics and an opportunity to learn or revisit the principles involved in training new skills and managing behaviors.

Saturday, November 14, 2009
University of Houston- Central Campus
9:00 a.m. - 4:00 p.m.

Ellen Catoe, presenter, has a Master's degree in Applied Behavior Analysis- Developmental Disabilities from Auburn

University. She is a Board Certified Behavior Analyst who has been employed at the Behavior Treatment and Training Center (BTTC) of Texana Center since September 2005.

Ellen is currently a BCBA in the Texana Center Behavior Treatment and Training Center Day Treatment Program. She is an active participant in the TxABA Autism SIG.

Discounts are available for early registration! For fees and location details, please see the registration form included in this newsletter.